**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| 1-5 Using Money to Understand Decimals |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Spiral Review before starting lesson.*  *Introduce the lesson:*  *Use samples of money to introduce to the students: bring in REAL money. Have quarters, dimes, nickels and pennies and a $1 bill to show the students. Have them share what they know about money. How many coins can we use to make a dollar? How can we write the numbers as decimals? Where do you use a decimal and what is a decimal?* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  How will you explicitly teach new vocabulary? *Introduce the vocabulary****: tenth (dimes), hundredth (pennies) and decimal point.***  How will you provide multiple opportunities for vocabulary to be used in context? Put together combinations of money and ask how many tenths and hundredths are in that combination. Use ads from the newspaper and have them tell how many tenths and hundredths are in the price. Use base ten blocks to represent the money. Have a place value chart for them to use. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Have money packets put together. Have them work with their group and talk about how much money they have (how many pennies, dimes, etc.).  Paper, pencil, dry erase boards or math journals and have them show the different ways to show the amount of money. (Write as a decimal: how many pennies, dollars and dimes.) Have them be prepared to defend and explain their answers. (Why did you do it that way? How did you get that? Who has a different way?)  Extend: pass their money to a neighbor and have them use that money to see if they get the same answers as their neighbor. Talk about how they got their answer.  Investigations: Use the activities to wrap up the activities and after the class has had a lot of practice. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Start with simple amounts of money and then move to more complex amounts of money.  Have the simple amounts for the struggling students and the sharper students had more difficult amounts of money. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Have them doing a shopping activity and have them look at pictures of things that have been priced. They can use those as their problems to explain the dollars and tenths and hundredths on the items that they buy and defend their answer*.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Have them do a worksheet with 5-6 problems. Showing their work on the assignment.  Have them take a quiz to check for understanding on the topic taught. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Use the Center Activity 1-5 and cash registers as a center activity. | |
| **HOMEWORK** | |
| Assign them a dollar amount and have them go home and look at the ads and have them spend their money. Have them share what they bought and how much they spent and if they had any money left over. How many dollars, tenths and hundredths are in the price of the items that they bought. | |